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ABSTRACT

The weekend retreat provides an opportunity for a mixed group of persons interested in the activities of a college or school to meet and discuss problems of mutual interest. In this manual, experiential exercises are emphasized to insure high participation while at the same time providing direction and structure. All the necessary exercise descriptions, forms, and questionnaires are included. The exercises, which focus on several areas of community life, emphasize organizational roles. A situation description is provided, and the outlines of the roles to be played by students, faculty, and trustees are presented. (Author/IRT)

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MANUAL FOR CONDUCTING SCHOOL RETREATS
Improving Communications Among Trustees, Administrators, Faculty, and Students

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TABLE OF CONTENTS

Preface.....1

Use of the Manual.....3

Role of Retreat Organizer.....4

The Participants.....5

The Physical Setting.....6

Schedule for Two-Day Retreat.....7

Alternate Time Schedules.....8

I. Introduction.....9

II. Getting Acquainted.....10

III. Listening and Responding (Guidesheet).....14

Topics for Discussion.....16

IV. Selecting Spokesmen.....17

V. Organizational Roles.....18

Guidesheet.....20

Exercise A Situation Description.....21

Exercise A Student Role.....22

Exercise A Faculty Role.....23

Exercise A Trustee Role.....24

Observer's Guide.....26

Exercise B Situation Description.....27

Exercise B Student Role.....28

Exercise B Faculty Role.....29

Exercise B Trustee Role.....30

Exercise C Situation Description.....32

Exercise C Student Role.....33

Exercise C Faculty Role.....34

Exercise C School Board Role.....35

Exercise D Situation Description.....37

Exercise D Student Role.....38

Exercise D Faculty Role.....39

Exercise D School Board Role.....40

VI. Role Characteristics (Guidesheet).....42

Role Questionnaire.....44

VII. Grant Allocation Exercise (Guidesheet).....48

Situation Description.....50

Proposal Forms.....51

Time Schedule.....52

Judge's Time Schedule.....53

Handout.....54

VIII. "Who Makes What Decisions?" (Guidesheet).....57

Decision Questionnaire.....60

IX. Evaluation of Retreat (Guidesheet).....62

Questionnaire.....64

PREFACE

Background Information

The exercises in this manual were prepared in response to a request from a sociology class at Guilford College, Greensboro, North Carolina, taught by Mr. Andy Gottschall. Their cooperation and assistance were instrumental in designing the retreat. Subsequently, we were invited to prepare a related seminar for some students at the Urban Campus of Guilford College. Mr. Ron Cruickshank, student body president, was especially effective in helping to organize the second retreat.

The overall purpose of the two-day retreat was to improve communications among people with different roles and functions at the college. The participants found the retreat enjoyable and valuable. Hence, we felt that others might be interested in conducting similar retreats on their campuses, at high schools, community colleges, junior colleges, liberal arts colleges, and universities. The manual is written primarily as if it were for a college retreat, but this is only a matter of convenience. We hope that this manual will provide sufficient information to allow users in a variety of settings to conduct successful retreats. The exercises described may be modified and updated in order to keep the content current and relevant to your own needs.

When designing the retreat, we met several times with some of the prospective participants. At these discussions we tried to determine their objectives for the retreat by helping them to state them in concrete terms. Users of the manual might design their retreat in a similar manner.

In order to provide some direction and structure, while maintaining high participant involvements, we decided to utilize a series of experiential exercises. These exercises were to serve as the catalyst for discussion of a wide variety of concerns the participants had about the functioning of the college.

The Weekend Retreat

The weekend retreat provides an opportunity for a mixed group of persons interested in the activities of the school community to

meet and discuss problems of mutual interest. The activities are intended to provide each participant with an opportunity to examine his feelings about current campus issues and to discuss these feelings. The participants are chosen to represent different roles or groups at school (e.g., students, faculty, and administrators).

Hopefully, the successful implementation of such a retreat will provide the basis for greater understanding of the workings of the school community and increase communications effectiveness across roles at the school. This retreat design is only secondarily aimed at skill development or problem solving. By having students, faculty, administrators, and trustees participate in exercises which are enjoyable, we feel that the subsequent discussion of the exercises will provide a format for reasonable understanding of the various roles of the participants in the community.

The exercises concentrate on several areas of community life. First certain exercises point up the problems which can be caused by organizational constraints. Secondly, other exercises concentrate on the need for individual self-disclosure and the need to understand the roles of each member in the community.

A third aspect of the retreat involves the decision making process. A clearer understanding of who makes what decisions and how they are made is essential to the viability of the community. The participants are asked to examine their present decision making process and the ways in which members of various groups in the school feel decisions should be made.

In order to provide a manual affording a wide range of uses, efforts have been made to provide the user with the purposes of each exercise and some alternative exercises. Certainly individuals should modify and adapt the exercises to their own specific situations.

USE OF THE MANUAL

The retreat organizers should be mature persons with some experience in conducting retreats, classes, seminars, or training sessions with exercises similar to the ones used here.

If several people are going to conduct a retreat for a large number of participants, a trainer's workshop should be provided by the person who has overall responsibility for the retreat. At the workshop, the trainers should practice running the exercises with the other trainers as subjects (augmented with volunteers where necessary to increase the size of the group to actually do the exercise in question).

The exercises have been chosen to be suitable for use by properly prepared non-professionals. The manual should thus be relevant to a wide spectrum of individuals concerned with trying to establish improved communications across roles in organizations.

ROLE OF RETREAT ORGANIZERS

The organizers of the retreat should meet with potential participants in the retreat as early as possible to modify the materials in this manual to fit their circumstances. The participants should do as much of the planning and organizing of the retreat as possible. This procedure will make the participants feel that it is their retreat, rather than something forced on them by the retreat organizer. We recognize that participant involvement may be inefficient, but the important issue is that the participants have a high degree of commitment to the retreat and that it really meet their needs.

At the retreat the organizers should give explicit statements of the goals of each exercise prior to running it. They should give clear directions for each exercise. The organizers should be thoroughly familiar with the contents of the manual before introducing the exercises.

During the exercises, the organizers should be available to answer questions of the participants, to clarify instructions if they seem unclear, and to be a resource to the participants. However, the organizers should not be participants in the exercises. After an exercise, some of the retreat organizers should lead discussions of the exercise in which they ask questions that focus on the principles demonstrated in the exercise, and that relate the exercise to conditions at the college.

THE PARTICIPANTS

While selection of the participants can be done in a number of ways, participation should always be on a voluntary basis and open to the general campus. When conducting the retreats we found that we needed one retreat leader for twenty-five participants.

The necessity of getting representation from all (or most) groups must be stressed if the retreat is to be successful. In particular, the cooperation, support, and participation of faculty, administrators, and trustees (board of education members) is needed. In order to provide these persons with the opportunity to participate, plan several months in advance, contact them early, and set up dates which cause minimal conflict with other planned activities.

As a general guide, participation from the following areas should be invited:

Students
- fraternal
- clubs
- political
- honorary
- athletic
- dormitory
- action groups
- student government

Faculty
- each department
- advisors and counselors
- activists

Administrators
- librarians
- registrars
- deans
- principals

Trustees/Board of Education Members

Community Members

Alumni

THE PHYSICAL SETTING

In order to provide neutral "turf" it is advantageous to hold the retreats away from the school campus. Scout camps, summer resorts, rural estates, and/or company training facilities can often be obtained at minimal costs. Ideally, the retreat is an overnight affair, necessitating sleeping and dining facilities. Box dinners can be provided if kitchen facilities are unavailable or too expensive.

An informal atmosphere where individuals can "rap" after hours or during breaks will contribute greatly to the overall program.

SCHEDULE FOR TWO-DAY RETREAT

The experiences detailed in this manual require thirteen hours and are conducted over a period of a day and a half.

Our schedule begins at 1:00 p.m. on the first day.

1:00 - 1:15	I.	Introduction
1:15 - 2:30	II.	Getting Acquainted and Team Building
2:30 - 4:00	III.	Listening and Responding
4:00 - 4:30		BREAK
4:30 - 5:30	IV.	Selecting Spokesmen
5:30 - 7:00		DINNER
7:00 - 9:00	V.	Organizational Roles
9:00 -11:00	VI.	Role Characteristics
11:00 -12:00		LUNCH
12:00 - 2:30	VII.	Grant Allocation
2:30 - 3:00		BREAK
3:00 - 4:30	VIII.	"Who Makes What Decisions?"
4:30 - 5:00	IX.	Evaluation of Retreat

ALTERNATE TIME SCHEDULES

The possibility of conducting a similar program two to three hours per day over a week-long period may be more applicable to your needs. The program could be conducted after class hours in the evening, or on a split weekend basis.

A minimum of 2½ hours should be allotted for any one session since it is difficult to complete some of the exercises in less time. Certain aspects of the program could be completed by participants prior to the group gathering. The role characteristics questionnaire and the decision questionnaire could be done in this manner.

I. INTRODUCTION

The retreat organizers should devote about 15 minutes to introductory comments. They should, as far as possible, inform the participants of the purposes of the retreat, the nature of the various exercises on the schedule, and the organizer's role. The following points might be made:

1. The retreat is supposed to be valuable and enjoyable.

2. The exercises are seen as aids to help the participants understand the different roles in the school, to discuss some of the problems at the school, to get to know more people on an individual basis, and to increase their knowledge of who makes what decisions at their school.

3. Participation in the exercises is encouraged but not required.

4. The participants should try to be honest with each other and the retreat organizers; they should try to avoid giving stereotyped responses, especially in the role play situations.

5. The participants should try to express their real feelings as openly and constructively as possible. They should avoid blasting away in a destructive, attacking fashion.

6. They should also be given a framework for the retreat by briefly discussing the schedule and the purposes of the various exercises.

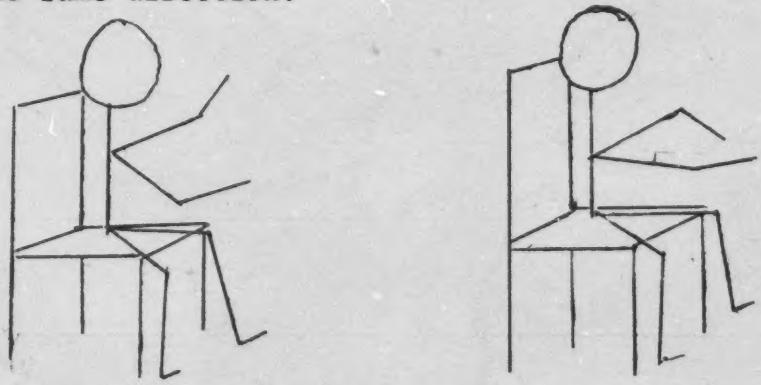
II. GETTING ACQUAINTED AND TEAM BUILDING

This initial exercise is designed for the participants to get to know each other, while at the same time dividing the group into several teams. These teams will be the core groups for experiences later in the retreat. This particular method of getting acquainted allows each individual to express his initial feelings about the retreat to another person without the constraints and pressures of expressing himself in front of the whole group.

The process is introduced to the total group by the retreat organizers. All participants are asked to stand and start milling around greeting people they don't know, but not pausing to exchange chit-chat. After a few minutes have elapsed, each person is asked to pair off with another person. These partners should be persons who have not known each other well prior to the retreat. They should have different roles, i.e., student-faculty, student-administrator, student-trustee, insofar as possible.

As soon as each person is paired with another person, the dyads are asked to get to know each other using the following guidelines.

In each pair, individuals sit down with one person behind the other, facing in the same direction.



Person A (behind Person B) begins by telling about himself to Person B. Each person is free to say as much or as little about himself as he feels is appropriate. The following areas are suggested as guidelines:

1. name
2. biographical data
3. something that identifies you as a unique individual
4. how you feel participating in this exercise at this moment
5. why you came to this retreat
6. what you expect to get out of it
7. what you feel is the most pressing problem at school

After Person A has finished (allow 5 minutes), the participants switch positions and Person B makes his responses. All of this should be done without either party looking at the other person's face during the disclosure process, and without comment or note-taking by the listener. This is to avoid the listener influencing the speaker by providing non-verbal clues or reinforcement, and to encourage real listening without distraction.

Naturally, participants may ask why we are using this artificial process. The leader should respond that many things we will be doing will have a degree of artificiality about them. Ask them to please bear with you, and to discuss their feelings and reactions to their exercise and raise questions during the discussion period which will follow.

After Person B has had an opportunity to speak to his partner, the leader asks each pair to begin milling around the room greeting other pairs. After a short time, each pair joins with another pair. Again, the criterion for selecting these new team members should be that neither partner knows the other pair, and each quartet should be as heterogenous as possible.

After these quartets are formed, the "getting acquainted" process begins using a different method. One of the individuals from the original pair begins by introducing his partner. The introduction is done in the first person. Person A begins by saying, "My name is B..." and continues to speak as if he were B, using the pronoun "I." After A has finished being B, the roles are reversed, and this continues until each person in the quartet (A,B,C,D) has been introduced. Allow about 15 minutes.

A -- B

B -- A

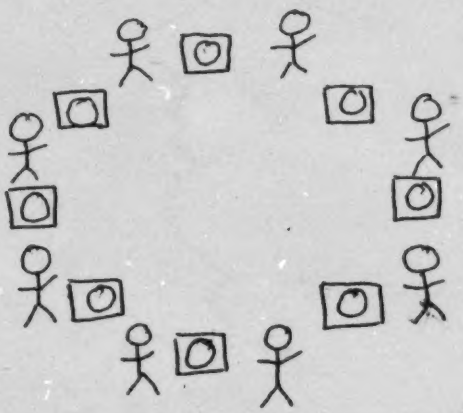
C -- D

D -- C

The total group is now divided into groups of four persons. The milling process begins again and teams of eight are built. Where odd numbers are encountered, the group leader should assign the "extra" individuals to one group or another.

The "getting acquainted" process begins again, utilizing a third process.

Each eight-person group (formed from two groups of four) is paired with another eight-person group (Group I and II). Group I is seated in a circle with Group II standing around the outside.



Group II is requested to remain silent and observe the interactions of Group I.

Group I is told to "get to know each other in any way that you feel is appropriate." The leader should point out that it is important for each team to become cohesive and to feel comfortable with each other. The leader then leaves the group to its own direction. Stress that Group II is not allowed to comment or participate in any way.

The groups should be given a 20 minute time limit.

At the end of 20 minutes, Group I and II switch positions without comment, and after Group II is seated with Group I observing, Group II is given 10 minutes to describe what they saw happening in Group I. (Group I is requested not to comment.)

Group II is then given the same instructions ("get to know each other in any way you feel is appropriate"), and 20 minutes are allotted for them to get acquainted.

Group I and II exchange places once more and Group I comments on Group II for 10 minutes, with Group II remaining silent.

Then the assembly (composed of all of the eight-person groups present) is involved in a discussion of the total exercise. During this discussion the leader should try to focus the comments on how people felt during the various methods of getting acquainted. What did they like or dislike?

III. LISTENING AND RESPONDING

This exercise is designed to provide a structure through which the participants can enhance their own communications skills. The structured nature of group discussion is used to make each participant aware of the need to express himself clearly--both his content and his feelings--about the topic of discussion. The listeners are also given a format which places them in the position of having to listen for content and feelings of the speaker.

Finally, the exercise provides the participants with a chance to discuss the most pressing or controversial topics facing the school.

The leader introduces the exercise to all the participants who are sitting separately in their eight-person teams. Each group is given a list of possible discussion topics and asked to choose one topic for the opening round of discussion within the group. Each group member should limit his comments to no more than two minutes at any given time, and each group member should be given the opportunity to express his own thoughts on the topics.

A list of topics is best generated by asking a representative sample of people from the school, or the participants themselves, to write the most urgent problems currently faced by the community. This should be done well before the retreat. The six most frequently mentioned topics are then typed and distributed at the retreat (see p.16 for a sample set).

After approximately 15 minutes, the leader should interrupt the group discussion and impose the following rule:

> "Beginning immediately, the next speaker must look at one of the group members and state exactly what that person's views are on the topic. He must do it to the satisfaction of the person whose views are being expressed. If he is able to do this, he then has the right to express his own opinion. (Limit 2-3 minutes) Each subsequent speaker must paraphrase or reflect his understanding of the previous speaker's views and feelings prior to expressing his own views."

The leader should point out that in this exercise we are not trying to resolve any issue, only to fully understand each other's position.

The exercise should continue with the rule concerning paraphrasing for approximately one hour. Groups should change topics after everyone has expressed his views and feels that his position is understood (understood--not necessarily agreed with). The retreat organizers should make some effort to see that the paraphrasing rule is followed.

The following page contains some suggestions about the type of topics which are appropriate for this exercise. The retreat leaders should choose five or six topics, or make up similar topics for distribution to each group prior to the exercise. The groups should be informed that they may, if they wish, choose and talk about topics not on the list.

LISTENING AND RESPONDING

Topics for Discussion

1. Currently the education industry is expanding its vocational training program through the Community College system. Since public funds are used to support this system, educators are in effect using tax dollars to train mechanics (for the trucking industry), carpenters and bricklayers (for the construction industry), and skilled workers (for the textile industry).

   Our tax dollars should not be used to support training related to specific industrial needs. Industry should train its own workers.

2. Since a college degree has become a pre-requisite for most jobs, it has become increasingly more difficult for minority group members to obtain employment. The hiring of minority members could be greatly enhanced through a change in hiring practices and/or a change in educational programs. Industry and universities should, therefore, lower their standards to provide greater opportunity to minorities.

3. The Bachelor of Arts/ Science degree will generally allow its possessor to find employment. Just what does a BA or BS signify? Is it a valid measure of knowledge or skill? Are there other viable alternatives?

4. Industry is the principle benefactor of the education of youth. They should be more active in providing financial and other support and have a greater say in the educational process.

5. Educators have traditionally been non-union members. The nationwide trend is towards a more militant union position. What effect will this have on education?

6. Since industrial employees are held accountable for their product (if the product is bad, they go out of business), educators should be made to demonstrate the "goodness" of their product.

IV. SELECTING SPOKESMEN

The team building procedure (see p. 10) will build cohesiveness and team spirit in each eight-man group. The members will feel they are a part of their group and will feel separate from all other groups.

A team spokesman or representative is required for some of the exercises, especially the Grant Allocation Exercise (see p. 48). At this time each team is requested to select one spokesman whose main job will be to negotiate for his team against other teams in later exercises. The team spokesman may also act as leader in discussion groups.

The retreat organizers explain that each team is now going to select a team spokesman, whose duties are explained as indicated immediately above. Each team is given up to an hour to select their spokesman with the following rules:

1. Each person in the group must know why he or she was or was not chosen as spokesman.

2. All discussion and voting must be in the open without secret voting or balloting.

Each member of the group should prepare a brief one-minute statement reflecting his/her desire to be elected spokesman and stating the reasons why he/she would be a good choice.

After each member has said why he should be spokesman, each member is given another minute to state why he shouldn't be group spokesman.

Many persons may be reluctant to say why they should be spokesman. The retreat leader should encourage people to have fun...enjoy... experiment. He might say, "Assume for the moment that the role of spokesman is the most important thing to you...pretend you really want this role."

Even with these instructions, some individuals may not wish to tell others why they should not be spokesman. The retreat organizer should not try to force people to follow the rules if they are reluctant to do so.

V. ORGANIZATIONAL ROLES

Introduction

This exercise focuses primarily upon the differing demands placed on people, depending on their roles within an organization. While each of us will generally acknowledge that role forces are acting upon us, we tend to minimize the effect which this role has upon our behavior. Through this structured experience, the participants will be confronted with a problem where they will be playing a role in the organization.

The organizational roles exercise is structured so that the faculty group is to try to mediate between the conflicting desires of students and trustees (or Board of Education). The faculty group is "caught in the middle" by the differing pressures from students and trustees. The students have certain demands or desires which the trustees oppose or want to head off. The particular situation chosen by the retreat organizer should be relevant to the participants. Discussions held with prospective participants when designing the retreat should help provide suitable situations.

In our first retreat the situation chosen involved the students desiring cohabitation in dormitories, while the trustees desired no major changes in housing regulations. The materials for this version are referred to under the heading "Organizational Roles Exercise A." At the second retreat, the situation selected involved the students desiring a reduction in hours for the degree through work experience, while the trustees desire no major changes in hours required for the degree. The materials for this version of the exercise are called "Organizational Roles Exercise B." If neither of the situations we used are relevant to a planned retreat, we suggest that the retreat organizer modify our materials for a suitable situation (see "Organizational Roles Exercises C and D" for high schools).

Many role play exercises fail when the role is too highly structured, or when those playing the roles have no basis for understanding the roles they are playing. In this exercise, the role is defined not as an individual role, but as a group role, and among each group of role players there is at least one person who is "in-role." This person usually has the effect of making the roles more believable.

In this exercise, each of the previously formed teams is given a role. If there are six teams, two would be assigned the student roles, two would be assigned faculty roles, one would be assigned a trustee role, and one team would be assigned the role of observers. Each team is assigned a work area and given the written Role Description, along with the time schedule for the exercise.

ORGANIZATIONAL ROLES EXERCISE

Guidesheet

Each group is assigned a room (or an area in a large room) which is designated as the caucus area for that particular group. An area is also set aside for conferences between groups.

The observers are assembled in the conference area and each of the role playing groups is sent to their respective areas. The situation description is given to each group along with the specific group role. The observers should be given all role descriptions so they can get a feel for the impending activities. They are also given the observer sheets.

The retreat leaders should have each team spokesman set his watch with a master clock to ensure that the meetings are held at the proper time during the exercise (set at 12:00). The times described in the following role description are arbitrary, and you may want to make certain meetings longer or shorter. However, the exercise should illustrate the time pressures felt by many persons when faced with decisions.

ORGANIZATIONAL ROLES EXERCISE A

Situation Description

The students at your college have become interested in the recent trend toward coeducational dormitories and other changes which will remove what is seen by some as artificial and unnecessary separation of the sexes. There have been several student meetings of one kind or another on this subject, and rumors regarding the situation have been widespread in the college community and the community at large.

ORGANIZATIONAL ROLES EXERCISE A

Student Role

Your group, and you personally, see the rules governing the separation of male and female dormitories as artificial and arbitrary. The rules do not treat the students as responsible adults capable of leading their own lives.

You and your group have decided that the students should be allowed complete freedom regarding choice of housing facilities so that various groups could choose the arrangement most suitable for them. You feel this should allow for housing of every type, ranging from some facilities remaining as they are to complete cohabitation, including coeducational bathrooms and rooms. You feel that regardless of the type of housing chosen, visitation privileges and hours are something every individual should decide for himself, or herself, and this should not be subject to any rules set by the students as a group or any outside authority. In addition, you feel the college should provide facilities for coeducational sports and social activities of all types.

Your group recognizes that these improvements may very well be resisted by some members of the faculty and administration, but feel you can gain support of the majority of the faculty who, you believe, recognize that these requests are entirely reasonable. Finally, you feel you have every right to demand these improvements and to take appropriate steps to have these demands granted.

There will be a meeting of faculty and students at 12:50, and you may wish to plan for this meeting in the time you have available. Following this meeting, you will have an opportunity to plan and take additional steps if you wish.

ORGANIZATIONAL ROLES EXERCISE A

Faculty Role

You and the other faculty members are aware of the growing student movement toward changes in housing and other regulations.

The trustees have asked your group to meet with them at 12:30, and you recognize your group will probably be asked to take a major role in this situation. Your group has also agreed to meet with the student group at 12:50.

Following your first meeting with the students, you are free to proceed in any way you think is appropriate. You will be asked by the trustees to meet with them again by 1:05, and there must be some report to the students by 1:15.

ORGANIZATIONAL ROLES EXERCISE A

Trustee Role

You and your fellow trustees are aware of the growing student movement toward changes in housing and related regulations. You feel that some changes are probably inevitable and may even be desirable, but feel you would like to study the problems and outcomes of recent experiments other universities and colleges have made in this direction before any major changes are made at your college.

You are also sensitive to the very strong negative reaction expressed toward this movement by what appears to be the majority of the alumni and supporters of the college. This has reached the point where several of the college's major supporters have made rather vague statements to the effect that they could not continue their support if "these kinds of changes" were allowed to take place.

Finally, your group feels that before any change could be seriously considered, the legal issues of the specific change involved would need to be studied by the college's general counsel.

Therefore, your group has decided that it is in the best interests of the college to make no major changes at this time, and that any suggested change should be carefully studied before any action is taken. At the same time, student feelings are reaching very high levels and could conceivably lead to incidents or even campus disruption. Your group has, therefore, decided to call a meeting with the faculty at 12:30 in order to request their assistance. In this meeting, you wish to communicate your views and desire that the faculty:

1. Take appropriate action to prevent any movement toward major changes at this time;

2. Help the students recognize the need to limit their requests and exercise patience;

3. Decide the minimum changes they feel should be made at this time;

4. Meet with the trustees again at 1:20 to present their views and any other recommendations for action.

You feel that you can gain the support of the majority of the faculty who, you feel, recognize that these requests are entirely reasonable.

Further decisions or action on your part may be required following the meeting with the faculty. There must be some report to the students by 1:30.

ORGANIZATIONAL ROLES EXERCISE

Observers' Guide*

1. Characterize the way in which each group handled the groups they met. (How did the students handle the faculty? How did the faculty handle the students? etc.)

2. Did the faculty act differently with the students than with the trustees?

3. Did the groups appear to be working toward a solution that would satisfy everybody?

4. What suggestions do you have for producing an even better solution?

5. What parallels can you draw between what happened in the exercise and your school?

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*Used in all four versions of this exercise.

ORGANIZATIONAL ROLES EXERCISE B

Situation Description

The students of your college have become interested in the recent trend toward changes in degree requirements and other changes which will remove what is seen by some as artificial and unnecessary discrimination against students who work full-time. There have been several student meetings of one kind or another on this subject, and rumors regarding the situation have been widespread in the college and the community at large.

ORGANIZATIONAL ROLES EXERCISE B

Student Role

Your group, and you personally, see the rules requiring 120 hours of classroom credit for degree requirements as artificial and arbitrary. The current rules do not treat students as responsible adults who have gained much practical knowledge through their full-time jobs.

You and your group have decided that the students should be allowed complete freedom regarding choice of courses so that various groups could choose the arrangement most suitable for them. You feel this should allow for programs of every type, ranging from some pure classroom programs to work-study programs. Any student who has a clearly determined vocation (e.g., policeman studying police service, practical nurse studying nursing) should receive up to 30 hours credit for his work experience, and should be allowed to graduate with 90 hours. You feel that regardless of the type of program chosen, degree requirements are something that should be individually determined; and this should not be subject to any blanket rules set by the students as a group or by any outside authority.

Your group recognizes that these changes may very well be resisted by some members of the faculty and administration, but that you can gain the support of the majority of the faculty who, you feel, recognize that these requests are entirely reasonable. Finally, you feel you have every right to expect these changes to take place and to take appropriate steps to have them granted.

There will be a meeting of the faculty and students at 12:40 and you may wish to plan for this meeting in the time you have available. Following this meeting, you will have an opportunity to plan and take additional steps if you wish.

ORGANIZATIONAL ROLES EXERCISE B

Faculty Role

You and the other faculty members are aware of the growing student movement toward changes in degree requirements. You might try to anticipate what positions the students and trustees will take, and how you might respond to each one.

The trustees have asked your group to meet with them at 12:30, and you recognize your group will probably be asked to take a major role in this situation. Your group has also agreed to meet with the student group at 12:40.

Following the first meeting with the students, you are free to proceed in any way you think is appropriate. You will be asked by the trustees to meet with them again at 1:05, and there must be some report to the students by 1:15.

ORGANIZATIONAL ROLES EXERCISE B

Trustee Role

You and your fellow trustees are aware of the growing student movement toward changes in degree requirements, particularly for those students with considerable work experience in areas related to their studies. You feel that some changes are probably inevitable and may even be desirable, but you feel you would like to study the problems and outcomes of recent, relevant experiments of other universities and colleges before any major changes are made at your college.

You are also sensitive to the very strong negative reaction expressed toward this movement by what appears to be the majority of the alumni and supporters of the college. This has reached the point that several of the college's major supporters have made rather vague statements to the effect that they could not continue their past support if "these kinds of changes" were allowed to take place.

Finally, your group feels that before any change could be seriously considered, the issues of the specific change involved would need to be studied to assure the continued accreditation of the college.

Therefore, your group has decided that it is in the best interest of the college to have no major changes at this time, and that any suggested changes should be carefully studied before any action is taken. At the same time, student feelings are reaching very high levels and could conceivably lead to incidents or even campus disruption. Your group has, therefore, decided to call a meeting with the faculty at 12:30 in order to request their assistance. In this meeting you wish to communicate your views and desire that the faculty:

1. Take appropriate action to prevent any movement toward major changes at this time;

2. Help the students recognize the need to limit their requests and exercise patience;

3. Decide the minimum changes they feel should be made at this time;

4. Meet with the trustees again at 1:20 to present their views and any other recommendations for action.

You feel that you can gain the support of the majority of the faculty who, you feel, recognize that these requests are entirely reasonable.

Further decisions or action on your part may be required following the meeting with the faculty. There must be some report to the students by 1:30.

ORGANIZATIONAL ROLES EXERCISE C

Situation Description

The students at your school have become interested in the recent trend toward coeducational athletics and coeducational classes in areas traditionally regarded as either male or female classes, such as home economics, shop courses, and ROTC. There have been several student meetings of one kind or another on this subject, and rumors regarding the situation have been widespread both in the school community and the community at large.

ORGANIZATIONAL ROLES EXERCISE C

Student Role

Your group, and you personally, see the roles governing the separation of male and female students as artificial and arbitrary. The rules do not treat students as responsible adults, capable of leading their own lives.

You and your group have decided that the students should be allowed complete freedom regarding participation in athletics and classes, and that various groups should be able to choose the arrangement most suitable for them. You feel this should allow for activities and classes of every type, ranging from activities that are both co-educational and segregated, and classes in traditionally segregated subjects that would be open to both sexes. You feel that regardless of whether or not students choose to participate in co-educational athletic activities and classes, that knowledge and skills in a given area are something every student should have an opportunity to learn; and this should not be subject to any rules set by the students as a group or any outside authority. In addition, you feel that the school should provide the facilities for these additional activities.

Your group recognizes that these changes may very well be resisted by some members of the faculty and the school board, but feel that you can gain support of the majority of faculty who, you feel, recognize that these requests are entirely reasonable. Finally, you feel that you have every right to demand these improvements and to take appropriate steps to have these demands granted.

There will be a meeting of faculty and students at 12:50, and you may wish to plan for this meeting in the time you have available. Following this meeting you will have an opportunity to plan and take additional steps if you wish.

ORGANIZATIONAL ROLES EXERCISE C

Faculty Role

You and the other faculty members are aware of the growing student movement toward coeducational athletic activities and coeducational classes.

The school board has asked your group to meet with them at 12:30, and you recognize your group will probably be asked to take a major role in this situation. Your group has also agreed to meet with the student group at 12:50.

Following your first meeting with the students, you are free to proceed in any way you think is appropriate. You will be asked by the board of education to meet with them again at 1:05, and there must be some report to the students by 1:15.

ORGANIZATIONAL ROLES EXERCISE C

School Board Role

You and your fellow school board members are aware of the growing student movement toward changes in segregated athletic activities and segregated classes. You feel that some changes are probably inevitable and may even be desirable, but feel you would like to study the problems and outcomes of recent experiments other school districts have made in this direction before any major changes are made in your district.

You are also sensitive to the very strong negative reactions expressed toward this movement by what appears to be the majority of the community and parents. This has reached the point where several of the local politicians have made rather vague statements to the effect that they could not continue their support of the members of the school board if "these kinds of changes" were allowed to take place.

Finally, your group feels that before any changes could be seriously considered, the legal issues of the specific change involved would need to be studied by the

Therefore, your group has decided that it is in the best interests of the school district to make no major changes at this time, and that any suggested changes would have to be carefully studied before action is taken. At the same time, student feelings are reaching very high levels and could conceivably lead to incidents or even campus disruption. Your group has, therefore, decided to call a meeting with the faculty at 12:30 in order to request their assistance. In this meeting, you wish to communicate your views and desire that the faculty:

1. Take appropriate action to prevent any movement toward major changes at this time.

2. Help the students recognize the need to limit their requests and exercise patience.

3. Decide the minimum changes they feel should be made at this time.

4. Meet with the School Board again at 1:20 to present their views and any other recommendations for action.

You feel that you can gain the support of the majority of the faculty who, you feel, recognize that these requests are entirely reasonable.

Further actions or decisions on your part may be required following the meeting with the faculty. There must be some report to the students by 1:30.

ORGANIZATIONAL ROLES EXERCISE D

Situation Description

The students at your school have become interested in the recent trend toward eliminating compulsory class attendance and other rules which are seen as artificial and unnecessary restrictions on the students. There have been several student meetings of one kind or another on this subject, and rumors regarding the situation have been widespread in the school community and the community at large.

ORGANIZATIONAL ROLES EXERCISE D

Student Role

Your group, and you personally, see the rules governing class attendance as artificial and arbitrary. The rules do not treat students as responsible adults, capable of leading their own lives.

You and the group have decided that the students should be allowed to assume responsibility for their own actions and to decide for themselves the frequency of class attendance required in order to do acceptable work. You feel that individual class attendance is not a rightful subject of concern for the school administration or other students.

Your group recognizes that these changes may very well be resisted by some members of the faculty and school board, but feel you can gain support of the majority of the faculty who, you feel, recognize that these requests are entirely reasonable. Finally, you feel you have every right to demand these changes and to take appropriate steps to have these demands met.

There will be a meeting of faculty and students at 12:50, and you may wish to plan for this meeting in the time you have available. Following this meeting you will have an opportunity to plan and take additional steps if you wish.

ORGANIZATIONAL ROLE EXERCISE D

Faculty Role

You and the other faculty members are aware of the growing student movement toward the elimination of compulsory class attendance regulations.

The School Board has asked your group to meet with them at 12:30, and you recognize your group will probably be asked to take a major role in this situation. Your group has also agreed to meet with the student group at 12:40.

Following your first meeting with the students, you are free to proceed in any way you think is appropriate. You will be asked by the School Board to meet with them again at 1:05, and there must be some report to the students by 1:15.

ORGANIZATIONAL ROLES EXERCISE D

School Board Role

You and your fellow school board members are aware of the growing student movement toward the elimination of class attendance requirements and related regulations. You feel that some changes are probably inevitable and may even be desirable, but feel you would like to study the problems and outcomes of recent experiments other school districts have made in this direction before any major changes are made in your school district.

You are also sensitive to the very strong negative reaction expressed toward this movement by what appears to be the majority of the community and parents. This has reached the point that several of the local politicians have made rather vague statements to the effect that they could not continue their support of the school board members if "these kinds of changes" were allowed to take place.

Finally, before any change could be seriously considered, your group feels that the issues of the specific change would need to be studied by the State Board of Education.

Therefore, your group has decided that it is in the best interests of the school district to make no major changes at this time, and that any suggested change should be carefully studied before any action is taken. At the same time, student feelings are reaching very high levels and could conceivably lead to incidents or even campus disruption. Your group has, therefore, decided to call a meeting with the faculty at 12:30 in order to request their assistance. In this meeting you wish to communicate your views and desires that the faculty:

1. Take appropriate action to prevent any movement toward major changes at this time.

2. Help the students recognize the need to limit their requests and exercise patience.

3. Decide the minimum changes they feel should be made at this time.

4. Meet with the school board again at 1:20 to present their views and any other recommendations for action.

You feel you can gain the support of the majority of the faculty who, you feel, recognize that these requests are reasonable.

Further decisions or action on your part may be required following the meeting with the faculty. There must be some report to the students by 1:30.

VI. ROLE CHARACTERISTICS

Guidesheet

The purpose of this exercise is to focus on the actual characteristics and behaviors which define the role of trustee, student, faculty, and administrator. Prior to the retreat, the organizers should send role questionnaires to a representative sample of the school or to the participants who will be at the retreat. (If you have relatively few trustees and administrators at your school, you may wish to ask them all to complete the questionnaire.

The questionnaire included in the manual is a sample, and the organizers should modify it to fit their circumstances. Tabulate the responses separately for each kind of person represented at the retreat (e.g., Administrator, Faculty, Student, and Trustee). For each question on the questionnaire, calculate the percentage of time each person uses the five categories of the disagree/agree scale. Now note on which items there appears to be agreement among the kinds of persons, and on which items there is disagreement. What general characteristics are shared by the items which show agreement and disagreement? What are the differences and similarities in perception among administrators, faculty, students and trustees?

Begin the exercise by having each person complete a role questionnaire (unless they have already done so). This should take about ten minutes. Then share the data the retreat organizers previously collected from the representative sample or from the participants. This could be done by distributing the tabulated percentages for each kind of person at the retreat.

The participants should now go back to the respective caucus areas they used in the organizational role exercise. Their first task is to discuss and analyze the data passed out by the retreat organizers. They should be instructed to answer the kinds of questions mentioned above. This analysis and discussion should take about 30 minutes. The retreat organizers will have more familiarity with the data than the participants, so they should go from group to group to help interpret the data.

With this as background information, the participants are now grouped according to their real-life roles (e.g., trustees, administrators,

faculty, and students work separately). The task for each group is to define the four or so most important characteristics or behaviors of the roles represented at the retreat (in our example, each group comes up with four sets of behaviors). Since there are relatively many students and faculty at the retreat, the organizers might want to divide the students into several sub-groups, and the faculty into several sub-groups of about twelve persons.

The participants then go to their teams from the first day to report what they have come up with in their last groups. The teams then discuss the degree of overlap in the definitions people have of each of the roles at the college. This part of the exercise should take about 30 minutes.

ROLE QUESTIONNAIRE

I am (check one):

Faculty__ Administrator__ Student__ Trustee__

Please indicate how you feel about each of the following items concerning the role and activities of students, faculty, or trustees. Place a check mark in the appropriate box for each item.

1. Teaching alone is a sufficient role for a faculty member.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

2. The student's primary role is to learn what is presented to him.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

3. The student's main function is to prepare for a productive career outside college.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

4. Research is a primary part of the activity of a faculty.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

5. The trustee's role is to support the desires of the students and faculty.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

6. The student is in the best position to judge the social relevance of the curriculum.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

7. The faculty member should teach only in his area of expertise.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

8. The trustee has responsibility for everything that happens on campus.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

9. The trustees should have the strong voice in curriculum.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

10. The role of student is that of responsible adult who can set his own goals and behavior in all respects.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

11. Faculty members should not let their political views influence what and how they teach.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

12. The trustee should have an in-depth knowledge of what is happening on campus on a day-to-day basis.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

13. The role of faculty member should be to help and encourange students to learn about and become involved in the world.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

14. Actions of faculty or the students which violate the college's mores should be dealt with by the trustees.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

15. The student should be free from all restraints so that he can freely experiment.

__ Strongly Disagree
__ Disagree
__ Undecided
__ Agree
__ Strongly Agree

VII. GRANT ALLOCATION EXERCISE

Guidesheet

This exercise is intended to demonstrate that group participation in decision making leads to strong commitment to the group decision. The exercise also leads to a discussion of the positive and negative consequences which may result in constructing win-lose decision making situations.

The leader (retreat organizer) introduces the teams to the exercise by giving out the "Grant Allocation Situation Description" and "Proposal Forms" (pp. 51). Each group is requested to use their previously elected team spokesman during the time of the exercise.

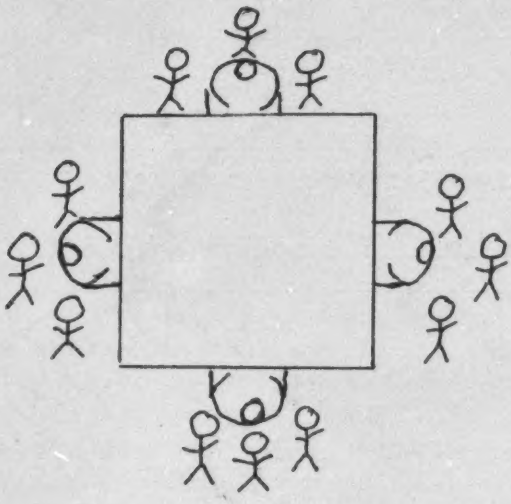
After each team has had time to read and briefly discuss the directions, the leader should ask for any questions about the team's task. The leader should stress the need for each team to make two duplicate copies of their proposal.

The leader must also stress the need to be specific in terms of how the money is to be spent, invested, the purposes, and why they see this as the most beneficial use of the funds.

After all questions have been clarified, the team begins preparing their proposals. The leader should approach one team, without disclosing his motive to the remaining teams, and appoint this team as the judging committee. They are given the "Judge's Time Schedule" which also describes their role (p. 53).

After 30 minutes of work on the proposal, the leader should pick up one of the two copies of the proposal from each group. If at all possible, the proposal should be photocopied so that each team can see the proposals from each of the other teams. Allow each team to look at the other proposals for about five minutes. The purpose of this is to increase each team's commitment to their own proposal, because almost invariably each team convinces itself that its proposal is best.

The next step (12:40 to 1:10 on the "Time Schedule" p. 52) in the exercise is for the teams to come together as indicated in the diagram.



The retreat organizer tells the assembly that the task of the team spokesman is to select the one best proposal without compromise. Only the spokesmen can decide, but they may consult with their team members during the negotiations should they decide to do so. The members may also write notes to their spokesman. If someone asks about the missing team, the retreat organizers say they are on special assignment.

Discussion by the spokesmen will become quite hectic and lead to no solution. During this period the judging team is sent to another room where the members are judging the winning entry from the set of proposals given to them by the retreat organizer (period 12:40 - 1:40 on the "Judge's Time Schedule" p. 53).

The retreat leader stops the negotiations among the team spokesmen and explains that the missing team has developed objective criteria by which to judge the entries. The team spokesman from the judging team then reports on their criteria and the winning proposal.

The judges' decision is usually enthusiastically received by the winning team and is met with derision from the losing teams. The retreat organizer then leads a discussion of why the team spokesmen couldn't agree on a best proposal, while the judges were able to do so without much difficulty, and why each team feels so strongly its proposal was best. The group should also discuss how to avoid the problems of over-commitment and win-lose confrontation illustrated in the exercise. A copy of the handout for the grant allocation exercise may be distributed to each participant (p. 54).

GRANT ALLOCATION EXERCISE

Situation Description

The recent death of a recluse with no previous affiliation with your college has resulted in a bequest of $500,000. The terms of the bequest stipulate that the money should be allocated to no less than two separate college projects. However, once the money is divided it is to be used solely for its original purpose. It is not to be combined with existing college funds.

YOU MUST COMPLETE TWO COPIES BY 12:30

PROPOSAL FORMS

Project #1

Project Title:_____

Amount of Grant:_____

Duration of Project:_____

Desired Results: _____

_____

Specific Comments on How Project Will be Implemented: _____

_____

_____

Project #2

Project Title:_____

Amount of Grant:_____

Duration of Project:_____

Desired Results:_____

_____

_____

Specific Comments on How Project Will be Implemented:_____

_____

_____

GRANT ALLOCATION EXERCISE

Time Schedule

12:00 - 12:30	Your team should draw up a proposal and complete two copies of the attached form. You should also elect a team spokesman who will represent your group in the next session. (Please ignore any non-team members who may observe your group. They have a task to perform.)
12:30 - 12:35	Team spokesman meets with retreat organizer to present one copy of their proposal.
12:40 - 1:10	All team spokesmen meet to seek concensus on the <u>best</u> proposal. Team members will be sitting behind their spokesman and may advise their spokesman through written notes periodically during the negotiations.
1:10 - 1:30	A team will report to group on their findings.
1:30 -	Group discussion.

GRANT ALLOCATION EXERCISE

Judges' Time Schedule

12:00 - 12:30	Your team should develop a set of criteria by which you will judge the entries from the groups.
12:40 - 1:10	Select the winning entry (NO COMPROMISES) during this time and delegate one group member to report to the other groups.
1:10 - 1:30	Report on your criteria and the winning proposal.
1:30 -	Group discussion.

GRANT ALLOCATION EXERCISE

Handout

The Grant Allocation Exercise was structured to demonstrate two psychological processes which can reduce effective behavior and interaction. These are the negative effects of win-lose competition and of commitment.

When group participation is used to generate a product, plan, or task, strong commitment develops. The members of the group have difficulty objectively evaluating their own creations or one with which they are highly involved.

When we try to discuss the negative aspects of competition, we may encounter resentment or hostility, because our culture places tremendous value on the positive aspects of competition. However, what happens to the loser? What happens to concern for others, excellence of products, and progress? The exercise we have just completed can provide some insights into these questions.

Our exercise set the stage for competition, and winning became the goal of the teams rather than producing a proposal of excellence. Team cohesion was manifest as individual differences were forgotten and all efforts were directed to the common goal of winning. Competition within the teams was minimized, and individuals were willing to compromise if it improved their team's chances of winning. Each team tends to see the solution to the exercise as total victory or defeat. The competition makes the teams fixate on their chosen solution, tending to stifle creativity.

During discussion by the spokesmen of the merits of their team's proposal, emphasis was not on achieving understanding through objective comparison and evaluation, but rather on presenting the weak points and deficiencies of the opposing team's proposal. Because of commitment to the group proposal, spokesmen valued their group's creation very highly. Even if the spokesmen began to doubt that perhaps his group's proposal is not the best, the pressure of the group behind him forces the spokesman to try to win rather than to try to select the best possible proposal.

The panel of judges set up the criteria for the selection of the best possible project, and they had little difficulty selecting a best proposal within the time limits. They incurred the wrath of the losing teams, who generally express disrespect for the competence and authority of the judges, and teams still tend to believe that their proposal was the best.

What we see in this exercise is the tendency to compete rather than to collaborate, to place winning above quality and excellence of product, and we wonder just how much this behavior interferes with achievement, progress, and effective relations among individuals and groups. Competition exists in diverse activities at all levels. Individuals, groups, organizations, states, and nations all compete. Perhaps we should look more closely at the consequences of competition.

We see not only the consequences demonstrated in this exercise, but the all too common tendency to push the other man down so that in comparison we will appear to be higher, without any actual achievement on our part. We see the demands for recognition and reward. Pressure is placed on the individual not to achieve or excel, so that he will not appear to be better than the group. The tendency is toward mediocrity rather than excellence, toward conformity rather than achievement.

The development of win-lose competition is a commonly found situation marring group behavior. By being aware of the dynamics of win-lose competition, however, we can in some cases avoid this tendency to compete and can, instead, work toward quality and excellence. It is far easier to avoid the competition in the first place than to solve it. Win-lose competition can't be solved by getting the contending groups together, getting them to talk, and to know one another (as we saw in this exercise). Instead, we should seek to establish a common goal, one which is considered essential by all groups, but that cannot be achieved by one group alone. The goal can only be reached if all members work cooperatively to achieve it. Win-lose competition among initial solutions may also be reduced by having the teams involved be instructed to evaluate the solutions under a rule where spokesmen are obliged to make only constructive statements about the solution of other teams, and to say nothing in favor of their own. In this way, new and better solutions can emerge in which the initial solutions may come to look naive. When working on a common goal, we can

avoid competition by preventing closure until all ideas have been contributed to a common pool. Thus, if ideas rather than finished reports are submitted by groups for incorporation in one final report, we will have less competition among groups, and commitment will be toward the best possible product.

Adapted from:

Wright, A. R. and Casto, G., Training and Assessment Manual for a Peace Corps Instrumented Experiential Laboratory. Center for Research and Education, Estes Park, Colorado, 1969.

Varela, J. A., Psychological Solutions to Social Problems. Academic Press, New York, 1971.

VIII. WHO MAKES WHAT DECISION?

Guidesheet

The final planned session is designed to provide an opportunity for the participants to share their perceptions and feelings concerning the decision making process of the organization. The session should also create a better understanding of the impact which each individual (or group) has on those decisions which affect the functioning of the school. One aspect of the decision making which concerns any organization is that of whom to involve in various decisions. Certainly it shouldn't be necessary to call the entire organization together to make all decisions, nor are one or two people at the top capable of making all the decisions which affect the organization. The administrative structure of many organizations will, by default, specify who is likely to be involved in any given decision. However, for many situations, it is within the discretion of the leader to include or exclude his followers in the decision making process. How much involvement various persons <u>should</u> have is difficult to specify. The amount of power they <u>do</u> have is frequently misjudged.

The exercise should start with data previously collected with a decision questionnaire. The decision questionnaire should be modified and used just as the role questionnaire (p. 60). Alternatively, the data can be collected and tabulated at the retreat if time permits.

We feel that it is best to collect data prior to the session so that the trainers have time to look over the results--this makes it easier to guide group discussions when necessary.

If possible, the retreat organizers should obtain the actual organizational chart showing the formal lines of authority and responsibility. In large schools only a limited number of persons may be aware of the entire picture, and questions (arguments) which arise can frequently be answered if the organizational chart if available. If the organizers or recognized "experts" at the retreat are knowledgeable about the formal lines of power and influence, they should briefly mention them.

The session is divided into discussion periods. The trainer should try to exercise some control over the progress of the discussion, since subsequent discussions rely somewhat on previous ones.

Beginning the Session

If the decision questionnaire has been completed by a representative sample from the college prior to the retreat, give the participants at the retreat a few minutes to complete a questionnaire. Then distributed the tabulated results from the representative sample. (If the participants have completed the questionnaire prior to the retreat, then begin by giving them the results.) The data from the questionnaire is treated in the same way as the data from the role questionnaire (p. 60).

After participants have looked over the results, 15 minutes is allowed for the teams to discuss them. The discussion should focus on the similarities and especially the differences among the responses of administrators, faculty, students, and trustees. Also, what kinds of decisions are primarily decided by each group?

For the next discussion, participants should be grouped according to their real-life roles in the school organization, as they were in the role characteristics exercise. Each group is requested to spend 30 minutes listing as many decision areas over which they actually exercise control and to predict those areas over which the other groups have control. The leader should emphasize that the list be representative of what is the actual perceived responsibility, not what is desirable. Not theoretical--not desired--but what decisions do you actually make. Generate the list without stopping to criticize or analyze the suggestions. Next, the groups should classify the lists to see what kinds of decisions are made by what types of people. Who makes decisions about curriculum? Who makes decisions about funding? Who makes decisions about student activities?, etc.

Participants are regrouped in their original small teams from the first day. The members share the lists developed in the last grouping. The discussion should now be directed toward what should be the students', trustees', etc., role be in the decision

making process? How much involvement should various groups have and why? What kinds of decisions might best be delegated to which group? What kinds of decisions might best involve representatives from all groups?

The discussions will not solve problems--they might even surface problems--but the increased awareness of all concerned should provide for more open communications and may even serve as a foundation for significant follow-up devoted to a more efficient and effective decision making process.

DECISION QUESTIONNAIRE

I am (check one):

Faculty ___ Student ___ Trustee ___ Administrator ___

Assume that a total weight of 10 votes is required to reach a solution on each problem below. Please distribute the 10 votes among faculty, students, trustees, and administrators. For example:

Color and type of paint to be used on campus buildings:

Faculty	Students	Trustees	Administrators
_____	_____	_____	_____

If you feel that trustees alone should solve this problem, then you should distribute your votes as follows:

Faculty	Students	Trustees	Administrators
0	0	10	0

If you feel that all four should be involved in solving the problem, distribute your votes to reflect the weight given to each group (on all problems use only whole numbers and a total of 10).

Faculty	Students	Trustees	Administrators
2	2	4	2

If you feel some, but not all, groups should be involved, give the excluded groups a score of zero.

Faculty	Students	Trustees	Administrators
1	9	0	0

1. Setting the college curriculum.

Faculty	Students	Trustees	Administrators
_____	_____	_____	_____

2. Allocating the college budget.

Faculty	Students	Trustees	Administrators
_____	_____	_____	_____

3. Setting admission standards.

Faculty	Students	Trustees	Administrators
_____	_____	_____	_____

4. Selection of faculty for appointment.

Faculty	Students	Trustees	Administrators
_____	_____	_____	_____

5. Setting rules for student conduct.

Faculty	Students	Trustees	Administrators
_____	_____	_____	_____

IX. EVALUATION OF RETREAT

Guidesheet

An evaluation of the retreat is helpful to the organizers and the participants. The organizers can find out which exercises achieved the objectives set for them, and which need to be replaced or modified. A summary of the evaluation is sent to each participant which serves to remind him of the retreat once he is in his "back home" environment. This should stimulate him to pursue some of the insights he had at the retreat.

A sample evaluation form is included. The retreat organizers distribute a copy to each person who completes it anonymously.

Question #4 of the evaluation asks each person to do something to improve communications at his school. The retreat organizer may wish to contact the participants after several weeks to find out how they are progressing on their projects. After all the projects have been completed, the organizers may want to send summaries of what has been done to the participants. If the organizers decide to do this, let the participants know of your plans before they leave the retreat.

EVALUATION OF RETREAT

Questionnaire

1. Using the scales below, please rate each event of the retreat in the spaces provided below in terms of:

   A. The degree of enjoyment or dislike you felt for the event in question:

   1 = very unpleasant
   2 = unpleasant
   3 = neutral
   4 = enjoyable
   5 = very enjoyable

   B. The degree of value you felt the event had for increasing your understanding of the various roles at your college, enhancing your knowledge of the workings of the school community, and increasing effective communications among people with different roles at your school:

   1 = worthless
   2 = very limited value
   3 = some value
   4 = valuable
   5 = very valuable

ENJOYMENT	VALUE	EVENT
_____	_____	Introduction

COMMENTS: _____

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_____	_____	Getting Acquainted and Team Building

COMMENTS: _____

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ENJOYMENT	VALUE	EVENT
_____	_____	Listening and Responding

COMMENTS: _____

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_____	_____	Selecting Spokesmen

COMMENTS: _____

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_____	_____	Organizational Roles

COMMENTS: _____

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_____	_____	Role Characteristics

COMMENTS: _____

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_____	_____	Grant Allocation

COMMENTS: _____ _____

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ENJOYMENT	VALUE	EVENT
_____	_____	"Who Makes What Decision?"

COMMENTS: _____

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2. Considering the entire program, how worthwhile was it in terms of time spent?

__ Very worthwhile
__ Worthwhile
__ As worthwhile as other alternatives
__ Not very worthwhile
__ Worthless

COMMENTS: _____

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3. How worthwhile do you feel this program was in comparison with similar programs you have attended?

__ Much better than most
__ Above average
__ Average
__ Much worse than most

COMMENTS: _____

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4. Please describe as fully as you can one thing you are going to do to improve communications among people with different roles at your school.

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